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ABSTRACT

In order to overcome the trend toward declining enrollment at Los Angeles City College (LACC), a campaign is planned to recruit students by telephone. In all, 56,530 phone calls will be made by trained students selected from a list of counseling majors, and a list of students who work as peer counselors at college and high schools. The first 7,000 calls will be made to persons who are already familiar with LACC. The second group of calls will be made to persons living in the Northeast Los Angeles area who have not had contact with LACC. A cost analysis indicates that additional telephone bills and recruiter salaries will total approximately $9,057 for the six month program. If the recruiters increase enrollment 10 percent over fall 1973 (1,918 new students), and if each student takes at least one three-unit course, LACC could receive between $20,000 and $670,000, depending on the persistence of the students. A time frame for implementation of the project is presented, as are methods for analyzing the data, and a survey of the literature is included. (NHM)

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PROCESSING PROCEDURE

ON

RECRUITING COMMUNITY COLLEGE STUDENTS

BY TELEPHONE

AT

LOS ANGELES CITY COLLEGE

BY

STANLEY L. SCHALL

JULY 1974

BEST COPY AVAILABLE

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Acknowledgment is also extended to Dr. Arthur Cherdak, Director of Research, Los Angeles Community College District, and to Mr. Robert de Guevara, Consultant for Phone Power, Pacific Telephone Company.

A special thank you is given to Mrs. Gladys Harris, Supervisor of Admissions, who constantly offers her assistance to insure success of the project and other special programs, along with Mrs. Linda Daniels, also from the Admissions Office.

In conclusion, I want to recognize a close friend and

supporter of the study, Mr. Gilbert Barron, Pacific Telephone Company. It was Mr. Barron's suggestion that students could be successfully recruited by telephone. His guidance has significantly contributed to the development and implementation of the college project.

CHAPTER I

INTRODUCTION

Junior Colleges in the Los Angeles District are faced with a significant problem: their enrollment is declining in both day and evening classes. Apart from the enormous ramifications induced by cutbacks in general spending produced by insufficient Average Daily Attendance (ADA), of major concern is the fact that the most noticeable decrease in enrollment is exhibited by (1) women and minorities, and (2) by political boundaries: Eagle Rock (ER), Highland Park (HP), and Lincoln Heights (LH).

Los Angeles City College supports the District trends toward decreased enrollment. Indeed City's trend was even more severe during Fall 1969 through Spring 1972, when there was a sharp decline in evening enrollment at the school while District evening enrollment remained fairly constant.

Dr. Arthur Cherdak, Director of Research for the Los Angeles Community College District, provided copies of a District report on enrollment and attendance statistics for Los Angeles City College from 1964 to 1974. This material is set forth as Appendix A. Additional information from a computer enrollment by zip code indicated that students from Eagle Rock (90041), Highland Park (90042), and Lincoln Heights (90031) were attending other colleges. The following is a summary of that information, (ITV refers to courses taken by television):

Zip	Total	East L.A.	City	Trade Tech	Valley	ITV
90031	601	272	179	135	0	15
90041	242	46	88	53	36	7
90042	658	209	229	182	25	13

The District office handling inter-district permits revealed approximately 900 students were attending Glendale College which is located northeast of Los Angeles City College and bordering Eagle Rock. However, those students do not come from just Eagle Rock but from other City of Los Angeles areas such as Atwater, Glassell Park, Highland Park, Tujunga, Sunland, North Hollywood, as well as the city of Burbank. Appendix B reflects a map of the Los Angeles Community College District by zip code and density of student population. The circled C on the map is Los Angeles City College (LACC).

It appears that more students should be enrolling at LACC. Why, then, are these potential students failing to register? Why, if they register, do they fail to show up in school for classes (no shows)? And, if they show up in classes, why do they become "drop outs"?

General research begins to answer these questions, at least in part. It seems that the bulk of those questioned indicated that they have a general fear of filling out forms. Moreover, though they believe that more education will enhance their job and social potential, they fear returning to school because that has frequently meant failure for them in the past.

If minorities and women perceive education as a means of

bettering themselves, yet maintain a fear of filling out forms and a fear of failing once again which result in their not enrolling in college or enrolling in college and not showing up or ultimately dropping out of school, what can Los Angeles City College do to help them assuage and overcome their fears in order for them to use a means they have identified as one that would help them advance?

Our concern is also for the general population in Eagle Rock, Highland Park and Lincoln Heights who, for some reason, will not or cannot come to the LACC campus for classes. This generates interest in a Satellite Program or Outreach classes. Recruiting students by telephone, the subject of this thesis, was devised as a possible way of dealing with the problem.

During November 1973, Mr. Gilbert R. Barron, Pacific Telephone Company Consultant assigned to LACC, and Stanley L. Schall, Coordinator of Career Education and Off Campus Programs, discussed educational marketing concepts. Mr. Barron provided information on "Phone Power", a term used by the Telephone Company to describe a marketing technique used by private industry to increase the sale of a particular product. Several subsequent detailed conferences took place and it appeared there were certain applications within "Phone Power" that could be used in recruiting students by telephone. As a result of Mr. Barron's suggestion and knowledge of telephone marketing techniques, a unique research project began to take shape.

THE PROBLEM

"Recruiting Students by Telephone" may be the first planned phone campaign by a community college anywhere in the country to increase enrollment. It is currently an on-going project at Los Angeles City College.

This study will determine whether recruitment of students by telephone will significantly increase enrollment at Los Angeles City College by at least 10%.

We hope to be able to answer the following questions:

1. Can selected college students be trained to successfully recruit by telephone?
2. Can a sufficient number of students be recruited to make the "Recruiting Students by Telephone" program cost effective?
3. Is there a correlation between residential or geographic areas and classes taken by students recruited by telephone?

BASIC ASSUMPTIONS

For purposes of this study, we are assuming that (1) students who are selected from a listed occupational major as counselors and who work as peer counselors at college and high schools will succeed in recruiting students by telephone, and (2) potential students for the Fall 1974 semester can be identified and recruited through Los Angeles City College files of "No Shows" and "Drop Outs", as well as by the use of cross-index city directories for the northeast area of Los Angeles: Eagle Rock, Highland Park and Lincoln Heights.

DEFINITION OF TERMS

Average Daily Attendance (ADA) A maximum district average of 18 hours of attendance for students in freshman and sophomore grade courses is allowable during any five-day school week in a regular quarter or semester. The ADA in a quarter or semester cannot exceed 1.2 times the number of different pupils enrolled as of the census date. A unit of ADA is 525 contact hours of enrollment per academic year, or 3 contact hours of enrollment per day for the minimum required 175 days of school, or 15 contact hours of enrollment per week for 35 weeks. Whenever any reference is made to a specific whole number of units of ADA, said number shall include any fraction above said number which is less than one-half of a unit, and any fraction of one-half or more of a unit above the next lowest whole number.

Instructional Television (ITV) College credit courses that are offered over the television to the public. Any high school graduate, or anyone over 18, can enroll and receive Community College credit of from one to three units.

Inter-District Permits Permits that are required by students who live in the Los Angeles Community College District and attend another college outside the District.

No Shows Students who submit an application for admission to the college but fail to register for their classes.

Drop Outs Students who are admitted to the college and register for classes. These students enter the class but drop out prior to census week or just after census week.

Phone Power A term used by the Telephone Company to describe a procedure of marketing a product or sales campaign over the telephone.

Peer Counselors Counselors who are students in the Psychological Services program at LACC and who provide counseling services to other students or potential students.

Coordinators College faculty who are given a full time assignment performing administrative and staff functions. Coordinators perform line functions by direction from the Dean. Although they are below the rank of Assistant Dean and have no authority, they generally report to the Dean.

Satellite Program .A series of off-campus classes that are held at a fixed location from semester to semester. The site is known as an extension of the main campus with administrative control remaining at the main campus. Appendix C is the LACC Satellite Philosophy which was written by Messrs. Stanley L. Schall and Charles Brown, Coordinator of Admissions.

Outreach Classes One or more classes held at various locations throughout the city. The classes are held on a semester to semester basis based on a need assessment. These classes are generally held in office buildings and offered in the evening or on lunch hours.

SCOPE OF THE STUDY

The study will be limited to 56,520 phone calls and will be conducted in two phases. The first phase will be approximately 7,000 phone calls made to persons who are familiar with LACC. This will provide the student workers making the calls a chance to develop a sophisticated telephone presentation. The second phase will be directed to persons living in the Northeast Los Angeles area. These persons, presumably, would not have had contact with LACC. A time frame of six months will be used for the entire recruiting process, however, the project will last two years, to determine if these students recruited by phone remained in college. If the student leaves, a record will be kept to determine the reason for dropping out.

ORGANIZATION OF THE STUDY

The present chapter has stated the problem, discussed the reasons why the topic is of importance, listed some basic assumptions, defined terms, and briefly outlined the scope of the study.

Chapter II presents a review of related literature and the interview of personnel from another College District who experimented with recruiting students by telephone.

Chapter III explains the procedure used in the design of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

BACKGROUND

Recruiting new students for a community college by telephone is apparently a relatively new technique. The only other college that the researcher was able to identify that has used a similar approach was the Peralta Community College District in Oakland, California. They used volunteers for five days in calling prior students. Details of this program will be explained later.

A search of all available documentation on recruiting by telephone, telephone instruction, and telephone communications through the Division of Research, Office of the Los Angeles County Superintendent of Schools, known as LANCERS, provided 89 abstracts, with 24 of them remotely covering the problem area. A review of the twelve most promising documents themselves did not disclose any significant information pertaining to recruitment enrollment trends or telephone calling techniques.

It appeared that Peralta Community College District and Los Angeles City College are the only known colleges involved in such experimental research.

Research of literature is therefore directed toward (1) enrollment trends throughout the United States, and (2) educational marketing theories and the interview of personnel involved in Peralta Community College District's project.

National Enrollment Trends

Lyman A. Glenny states (1:3) the average age of those who attend college is on the rise, especially in community colleges, and a greater proportion of students are part-time rather than full time. Glenny continues that (1:4) the average age of students who attend several different types of proprietary institutions in the 18 to 24 year old range is the same as for community colleges. This fact seems to indicate that, whereas the college-going rate is down, the post-secondary education rate may be unaffected, or may be going up.

Glenny comments on the spending of federal dollars for low-income students to attend a post-secondary school (1:5). In 1971, the federal government provided the bulk of its student aid dollars to the lowest income families. The Nixon Administration supported a plan that provided aid to families below median family income and most went to the lowest income families. However, unsubsidized loans were available to those above the $10,000 per year level. The problems for offering aid to the lowest income groups were compounded by the introduction of new loan programs which covered a wide spectrum of family income groups. An additional factor in funding needy potential college students (1:8) is that none of the major federally funded student aid programs has ever been fully funded at the level planned to meet the demonstrated needs of the students for which the program was authorized.

As inflation increases, the losers (1:11) are the low income students. They will be limited to no college, to short courses in

proprietary institutions, or to public institutions able to maintain low tuitions - - primarily the community colleges.

Glenny comments on the Census Bureau (1:7) who estimates a sharp drop in the number of college-age youth after 1980, almost paralleling the sharp rises during the 1960's. By 1991, we will have about the same number of college age youth as we had back in 1965 or 1966. Unless the number of live births shows an increase in 1973 or 1974, the number of college-age youth will, of necessity, show further declines after 1991. The number of 18 to 21 year olds - - the traditional age group furnishing most of the students to colleges and universities - - will be reduced by 23% between 1980 and 1991 (1:10).

Fall enrollments in higher education for the periods from 1969 to 1971 were as follows (2:1):

Public Institutions	1969 Fall	1970 Fall	% Change 1969-1970
Universities	2,233,766	2,350,204	+5.2
Other 4 year	1,857,837	2,023,882	+8.9
2 year	1,847,910	2,101,972	+13.7

	1971 Fall	% Change 1970-1971
Universities	2,372,551	+1.0
Other 4 year	2,115,522	+4.5
2 year	2,366,612	+12.6

There has been continued growth of enrollments in public two-year institutions (community colleges) in 1971. Community colleges increased substantially from 654 in 1970 to 699 in 1971, an increase of 6.9%. The colleges opened to a rather large enrollment and their enrollments tended to increase rather rapidly for the following several years. There has been a recent increase of interest in vocational programs, and community colleges are generally more responsive to community or area needs (2:2).

Two-year institutions enrolled 90.9% of the national total of terminal occupational enrollments in 1971, an increase of 28.2% over 1970. This was substantially greater than the 11.9% increase in total enrollment in two-year institutions over the same period (2:5).

Virtually all gains in the enrollment of first-time students in Fall 1971 are attributable to public two-year institutions, which enrolled 9.8% more first-time students in the Fall of 1971 than in 1970 - - and even this increase did not keep pace with the 12.6% increase in total enrollment in public two-year institutions.

Marketing Education

According to Thomas E. Corts (3), a college is the "seller", the product is education, and the student (with his parents, perhaps) is the purchaser or consumer.

Corts continues, as with business and industry, higher educational institutions must assume a consumer-oriented posture. Such a commitment involves management goals, faculty and administrative education and reformulation of some long-standing practices.

Eugene H. Fram summarizes his theory on educational marketing (4) in the field of higher education, a marketing approach can help the college to focus on the customers and to make realistic assessments of what they are and where they are going, because if the customers don't buy, the institution will die.

At the risk of "turning off" college administrators because of the so-called secular attitude of business methods, let's look at one major management area that is normally neglected by colleges and universities. It should be kept in mind that business techniques can be used in operations aimed at goals other than profit. These tools can be used to increase efficiency in reaching an institution's objectives, as determined by the school's previously-established philosophy, so states Robert G. Lynch (5).

Peralta Community College District

Without calling it "Phone Power", Peralta Community College District initiated Operation Call Back in January 1974. The intent of the project was to have as many as possible former Peralta Community College District students return to college. The concept was designed by Dr. Thomas W. Fryer, Jr., Chancellor of the District.

Mr. H. Pat Balen, member of the Board of Trustees of Peralta, and Ms. Beverly Mitchell, Director of Public Information for the College District were interviewed by Mr. Charles Brown on 26 June 1974 regarding Operation Call Back. Some 300 persons from throughout the District were generous with their time, volunteering long evening hours to make the telephone calls. Among these were 25 volunteers from College of Alameda; 39 from North Peralta Community College; 133 from Laney College; 40 from Merritt College and 60 from the District office. A total of 14,869 calls was made within a five-day period, stated Ms. Mitchell.

Mr. Balen stated that, of the 50,000 former students to be contacted by 300 volunteers in five evenings, the 14,869 calls resulted in about $700,000 additional income. This amount represented an increase of 685 ADA beyond estimates made in the Fall of 1973.

Copies of the general instruction for Operation Call Back are at the end of this chapter. Although Peralta's Operation Call Back did not use telephone consultants, and it was structured differently from that of Los Angeles City College's effort, they

achieved success and should be commended for their District-wide effort and support by their faculty, staff, clerical and administrative personnel.

SUMMARY

National enrollment trends indicate more minorities will be coming to community colleges as federal aid to needy students begins to dwindle. There has been an increase in students over 21 attending college part-time for terminal or occupational programs and it is anticipated that, between the years 1980 and 1991, the number of 18-21 year olds - - the traditional age group furnishing most of the students to colleges and universities - - will be reduced by 23%.

If the colleges are to provide educational services to the community, they will have to devise some management tools for marketing educational programs which should be based on a needs assessment.

The success of Peralta Community College District's Operation Call Back is indicative of what can be accomplished by using the telephone to recruit students for community colleges.

THE PERALTA COLLEGES
Office of the Chancellor

General Introduction and Instructions to Telephone Phase of Operation Callback:

There are three main purposes of the personal telephone phase of Operation Callback:

1. to express in a warm and friendly manner a continuing interest on the part of the Peralta Colleges in the individuals who have attended one of our five institutions.

2. to invite these individuals to return to one of the Peralta Colleges and participate in the many educational services still available through our District.

3. to obtain important information and feedback from our former students concerning their experiences in the Peralta Colleges and ways in which we may be able to improve our services.

Each of the above is important.

It is entirely possible that some individuals who receive calls from us may be irritated by being bothered again or may feel that a telephone call to them is inappropriate for some reason or another. Should this occur, it is important that the caller maintain a friendly attitude, express continued interest in the individual, try to obtain whatever information is possible concerning the individual's experience in the District and some feeling for why that person is not happy with our District. At no time should a caller engage in an argument or any kind of "heated discussion" with an individual being called.

It is possible that callers may be asked questions they will be unable to answer, e.g., questions on curriculum or class schedules. In this event, rather than running the risk of giving incorrect information, callers should recommend that the individual call the College for a counseling appointment.

It is also important that the interview schedule to be completed during each of the telephone calls not be read in a rote fashion. A casual conversational approach should be made with individual adaptations of the script being made by the caller in such a way that a personal tone is communicated rather than a mechanical reading from a script.

This entire effort is crucial to the success of our District's operations during the remainder of 1974. Your willingness as a staff member in the Peralta District to volunteer your time and service is greatly appreciated. Thanks!

And good luck with your calls.

TJF:mma
1/7/74

THE PERALTA COLLEGES

OPERATION CALL BACK SCRIPT, INSTRUCTIONS, AND STUDENT RESPONSES

(Keep telephone calls brief, voices warm, don't read the form and make notes with reply information. Print clearly; if someone else cannot read your writing, then the call was of no help. Community college districts find it especially difficult to follow up on past students. All of us need this information in order to serve students.)

NAME OF STUDENT_____ PHONE NO. _____

COLLEGE ATTENDED_____ (No answer)_____, _____
date/time date/time

(Write person's name and phone number on form after dialing but before person answers)

"Good evening. I'm _____ from the Peralta Community College District. You may remember that _____, President of _____ College, sent you a letter asking if you might like to enroll again. We are telephoning to find out if the college district can serve you again in any new way.

Do you mind if I ask you how you liked attending _____ College and why you enrolled?

_____

_____

_____

_____

_____

_____

_____

Why did you happen to leave _____ College? _____

_____

_____

Do you feel you got what you needed there?_____

_____

We need that information so we can do a better job for all of our students.

Do you have suggestions for any new programs?_____

_____

Do you have any other comments? _____

_____

_____

If you have a job that keeps you from attending weekday classes, some of the colleges have Saturday classes and all of them have evening programs. All Peralta colleges are taking registration now for the new terms. Locally, these include College of Alameda, Laney, Merritt and North Peralta Colleges. If you need more information, call 834-5500, the Peralta District office, or any of the colleges--they are all listed in the telephone directory under Peralta Colleges. Thank you so much for your help. We are sure there are courses in the Peralta District that you would enjoy and find useful. Why not check with us occasionally. New classes are developed each term...thanks again."

Return this completed form to the Office of the President if at a college, or Office of Information Services if at the District Office.

CHAPTER III

Introduction

The researcher has designed this study around a descriptive and experimental approach utilizing Los Angeles City College students from the Psychological Services Program - Peer Counselors - to recruit students by telephone. Some basic management principles will be incorporated into the report along with forms specifically designed to gather and analyze the data.

Sources of Data

Census tract information will be used to provide demographic data on the Northeast area of Los Angeles. Enrollment trends will be analyzed at the Los Angeles Community College District Research Office.

Cost analysis data will be developed from anticipated Telephone Company charges and the State of California Community College ADA formula for career education students. No shows and dropouts will be identified and their records collected by LACC Admissions personnel. A cross index City Directory for the Northeast section of Los Angeles (Eagle Rock, Highland Park and Lincoln Heights) will be rented for the second phase of the recruitment plan. Existing college forms and computer print-outs will be used to record students enrolled, their zip codes and classes, as a result of the study. A questionnaire will be designed for a limited survey prior to Phase II.

Research Method - Phase I

Before implementing the study, a cost analysis and time frame must be submitted to the Dean of Instruction for review and then presented to the College President and the remaining staff for approval.

The cost analysis will have the following breakdown:

1. Number of calls to be made
2. What hours of the day the calls will be made
3. Starting and closing date of the study
4. How many student workers will be hired
5. Salary for student workers
6. Expenses for in-service training
7. Mileage, parking and meals for in-service training
8. Identification of success rate so a return on the investment can be computed
9. Number of telephone instruments to be used with a private line (PL). Telephone number is different from any of those at the college. This is to control telephone billing.

A cost effective analysis was made, see Appendix D, which revealed that for an outlay of $9,057, the College District could receive a minimum of $20,414.84 and a maximum of approximately $670,140. These figures are based on a 10% increase of enrollment over the Fall 1973 semester - - 1,918 new students - - and that each student took at least one 3-unit course. This would mean 5,754 units

or hours of instruction. If the enrollment remains constant - - the new students remain in college for one year - - then this amount could be computed under the Foundation Program Guarantee for ADA.

A time frame must also be developed for the presentation. The outline is as follows:

Nov. 1973	Conceptual model discussed
Jan. 1974	Collect and analyze data for cost analysis
	Collect enrollment trend data
	Develop general needs assessment
Feb. 1974	Present proposal to College President and staff
	Receive approval for study
	Notify Academic Senate of potential study
	Initiate nationwide computer search for similar studies so as to increase ratio of success
March 1974	Budget approval received
	Interview for student workers
	Develop and hold in-service training
	Confer with Counseling and Admissions staff
	Identify location where study will be conducted
April 1974	Implement Phase I of the study
	Obtain daily reports and weekly summaries
	Bi-weekly reports to be made to Dean of Instruction and College President
May 1974	Critique procedures for possible change
	Meet with Eagle Rock Chamber of Commerce for support of Satellite Center

June 1974	Complete Phase I
	Review and critique
	Retraining for Phase II
	Implement Phase II
	Provide bi-weekly reports to Dean of Instruction and College President
July 1974	Critique procedures for possible change
Aug. 1974	Register new students for classes
	Make follow-up on those who did not show
Sept. 1974	Terminate phone calls for new students
	Make follow-up on dropouts
	Provide summary report
	Obtain listing of students enrolled as a result of study and record classes taken, their age and zip code
Jan. 1975	Identify students still in college and record classes. Determine why students dropped out
Sept. 1975 - Jan. 1976	Same procedure as in Jan. 1975
	Compute all available data for final analysis and conclusions

Presentation of the proposal to the college staff will include the material prepared in Appendices A, B and D, and a demographic study of the Northeast area. The manpower profile by zip code will come from April 1973 census tract information. The demographic study is needed to show the target population to be called during Phase II and will be used as part of the needs assessment. The study will contain the following information:

1. Total population sampled
2. Median years of education by age
3. Population over the age of 25 that completed various levels of education
4. Total labor force
5. Occupational distribution
6. Industrial distribution

The results of the demographic study are set forth as Appendix E.

Those in attendance at the President's staff meeting will include Deans of Instruction, Admissions, and College Development. The Dean of Admissions is also responsible for the Counseling Office, which will be part of the services offered over the telephone to potential students who have a question that cannot be answered by the student workers.

Mr. Robert de Guevara, Pacific Telephone Company Phone Power Representative, will also attend the staff meeting to discuss the objectives of the Phone Power system and how it relates to the college proposal to recruit students by telephone.

The researcher agreed to assist in the development of material for in-service training to be accomplished at Pacific Telephone Company offices located at 740 So. Olive, Los Angeles.

The President's staff suggested that the student workers applying for jobs as telephone recruiters come from classes taught by LACC faculty members participating in training peer counselors which is under the Psychological Services curriculum. These faculty members will be asked to inform their classes that there are job openings for students interested in doing some telephone recruiting for new students. In the attempt to assure a multi-ethnic, bilingual group of six males and females, the following criteria will be established:

1. An ability to speak clearly and be understood over the telephone
2. Be able to empathize with the prospective student
3. Knowledgable about college procedures and course curriculum
4. Be a self starter and able to generate enthusiasm

Final selections will be made by a faculty member and the Dean of Instruction.

The researcher and Mr. de Guevara prepared the material contained in Appendix F, Training of Los Angeles City College Students for Phone Power. Additional handout material was provided, "Reactivating Inactive Accounts the Phone Power Way" printed by the Bell System, #LLM 70864 (2/72). Certain words were inserted in the publication to meet the needs of the college.

The training day will also include role playing and the critiqueing of the roles by the students. This will provide some realism to the training. Mrs. Gladys Harris, Supervisor of Clerical Personnel in Admissions, and Mrs. Linda Daniels, also of Admissions, will attend the training. Both women will be used as alternate supervisors of the student workers making calls on Saturdays when the college is normally closed.

The location for the actual telephoning is inside the college's Computer Center. Three phones, desks, and supplies were set up with the folders of No Shows and Dropouts. The folders contain former college Applications for Admission which include the student's home telephone number. The files will be from the Fall 1973 and Spring 1974 semesters and will total 6,919.

The off-campus form, Appendix G, is used to reactivate the student's file. Simple records are kept to record number of calls made and number of potential students who will return to college -- Phase I of the study. Two flow charts were designed: Processing Confirmed Telephone Contacts, Appendix H, and Overall Procedure for Phone Power Program, Appendix I. This material will be given to the student workers to show them the processing procedure.

The following daily procedures were implemented to provide a structure for the student workers and to establish accountability and validity to the study:

1. Check in daily with Mrs. Gladys Harris or Mrs. Linda Daniels for any additional instructions

2. Organize calls for the day. First make any call-backs from the previous day

3. Maintain accurate records of calls. Example for a successful call

   a. Clip short application to the front of original Application for Admission

   b. Indicate on short application (Appendix G) the area of interest (subject) in which the potential student wishes to enroll

   c. Student signs initials to short form

4. Record daily the number of calls made and successful enrollments

5. Any call-backs for counseling will be given to Mr. Mario Tartaglia, Senior Counselor, who in turn will distribute the calls to other counselors. This will be done on a daily basis. The counselor will be provided the following information on the potential students:

   a. Name

   b. Social security number

   c. Date of birth

   d. Phone number

   e. Area of interest

6. Leave messages for supervisor in faculty mail box

7. Place phone locks on instruments when leaving

At the conclusion of Phase I, a letter will be sent to the potential student, Appendix L, to inform him of one of three dates that will be used for a special registration procedure. Only this select group will be processed for their classes on this date, at a special location on campus. Phase I group was designated for campus enrollment only. Phase II will be divided into two preferences for attending classes: Satellite Center and the LACC campus.

The Phase I and II groups will have address cards made up on all students and a name plate will be made up for future mailing of material such as class schedules. Phase I and II students will also receive a packet of computer cards which will be placed separately in Holmes Hall Room 6, where these students will register.

Research Method - Phase II

Prior to the conclusion of Phase I, information should be obtained to determine if the local communities would support a Satellite campus. Although a needs assessment will indicate members of the community who desire to continue their education, it is important to obtain business and civic leaders' support.

Arrangements will be made to attend an Eagle Rock Chamber of Commerce meeting. College staff will provide an audio-visual presentation of LACC and answer questions about the campus and a possible Satellite Center. At the conclusion of the meeting, a questionnaire will be handed out for a sampling of community reaction. The questionnaire is listed as Appendix J.

Phase II recruiting will be directed to support both the Satellite Center and the main campus. The calls will be to random persons residing in the Northeast area. These will be "blind calls" because there has been no previous contact with them. Their names will be selected from cross-index city directories rented from the Telephone Company.

Telephone techniques for contacting this group will have to be altered because, inasmuch as we know nothing about them, we cannot assume that members of the group have even a remote interest in education or in going to LACC. Hence a need for a retraining session. The retraining will be for supervisors and student workers, with Mr. de Guevara reviewing pre-call planning and the telephone call outline, Appendix K, which was specifically designed for this phase.

The initial step in selecting the target population in the Northeast area begins with locating of the area on a city map of the greater Los Angeles area. The map book is broken down so that each page takes in about 50 blocks. The student workers will identify residential zones only. Once located, the area is marked with a dark pencil and the street names within the bounded area are extracted from the map and listed in alphabetical order.

The second step begins with the locating of the telephone numbers of the residents on the listed streets via the use of a Cross Index City Directory (Northeast area). The listed streets are copied and used by the student workers as they make their direct contact with the residents within the target area.

The third step is the actual contact of the resident. The student worker will use Appendix K as a guide in making his calls. Questions are asked and answered by both parties to clarify misconceptions and assist the potential student in selecting a general area of study. A short application (Appendix G) is taken over the phone which includes name, address, phone number and courses of interest. This group is also broken down to the potential student's desire to attend the LACC campus or the Satellite Center. If the student wants to attend the LACC campus, he will receive a copy of Appendix L. Should the student select the Satellite Center as the location to attend class, he will be sent a letter with a class schedule to indicate the date, time and location of the courses. The student will register in class either the first or second night of class. The registration will be handled by the instructor.

A log sheet, Appendix M, specifically designed for Phase II, will be used by the student workers. It will contain the name of the student worker (specialist), dates covered, total calls made by the day, positive and negative response (will, or will not, attend college), other responses, letters mailed to register potential students, follow-up letters and number of courses desired. The word "other" relates to persons who may be interested but need time to think about it. Letters to be mailed out, including the follow-up letter, appear as part of Appendix H and Appendix L.

Treatment of the Data

At the conclusion of Phase I and Phase II, simple graphs will be made to show the number of Applications for Admission completed by the week as compared to the number of contacts made. Flexibility is built into both phases so that changes could be made, if necessary.

At the time of registration for classes, the following data will be collected: name, age, social security number, zip code, male or female, selection of day or evening courses, and course titles. This information will be checked at census week with the college computer printout of all students.

The above names will be checked against the basic list of those who stated they would enroll, and the No Shows will be called to determine why they are not attending college.

If 1,918 students enroll for the Fall 1974 semester, the study will be called a success to date. However, a true evaluation is if the students remain in college through census week of the Spring semester, January 1976.

Once the initial data is evaluated (by November 1974), some conclusions may be identified. However, the return on the investment will not be known until July 1975.

APPENDICES

APPENDIX A	Los Angeles City College Enrollment and Attendance - 1964-1974
APPENDIX B	Los Angeles Community College District Map by Zip Code and Student Population
APPENDIX C	Satellite Philosophy
APPENDIX D	Cost Effective Analysis
APPENDIX E	Zip Code Manpower Profile Demographic Study
APPENDIX F	Training of Los Angeles City College Students for Phone Power
APPENDIX G	Off Campus Form
APPENDIX H	Processing Confirmed Telephone Contacts
APPENDIX I	Overall Procedure for Phone Power Program
APPENDIX J	Questionnaire for Eagle Rock Chamber of Commerce Meeting - 28 May 1974
APPENDIX K	Los Angeles City College Enrolling New Students - Pre-Call Planning
APPENDIX L	Letter for Special Registration of Classes
APPENDIX M	Student Log Sheet

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LOS ANGELES CITY COLLEGE

Two-Year Enrollment Comparisons

Enrollment at Los Angeles City College in various student categories during the 1972-73 and 1973-74 academic years is shown on p. 32. City exhibits the District-wide trend of increased enrollment of students aged 21 and over; this group represented 71.2% of City's total enrollment in Fall 1973. However, City supports the District trends toward increased enrollment of evening relative to day students only in the Fall, and the trend toward increased enrollment of first-time relative to continuing students only in the Spring. Most interesting is the greater increase in enrollment experienced by male students relative to female students; the District-wide trend is toward increased enrollment of the latter group.

Ethnic Enrollment Data

Ethnic enrollment data for Los Angeles City College are presented on p. 33. "Other White" and Black/Negro students comprised the two largest ethnic groups in Fall 1973 (37.0% and 32.3%, respectively). City's Fall 1973 percentage of Oriental/Asian students (12.6%) was the highest of any college in the District.

Ten-Year Enrollment Comparisons

Ten-year enrollment data for Los Angeles City College are presented on pp. 34 and 35. The year-to-year trends in day enrollment are generally in consonance with District-wide trends. An unusual characteristic at City, however, was the sharp decline in evening enrollment evident from Fall 1969 through Spring 1972. District-wide evening enrollment during this period was fairly constant.

Weekly Student Contact Hours (WSCH)

WSCH and WSCH per student data for the academic years 1969-70 through 1973-74 are presented on pp. 36 and 37. City shows the District-wide trend toward decreased class loads for day students and increased class loads for evening students. The class loads at City were 13.34 hours for day students and 8.03 hours for evening students (Fall 1973). In Fall 1969 the comparable loads were 16.16 and 6.96 hours.

Average Daily Attendance

City's day - evening ADA comparisons are presented on p. 38 and the OTA - DA comparisons on p. 39. The data indicate that City supports the District-wide trends in both day - evening and OTA - DA ADA comparisons.

Enrollment By Category: 1972-73 vs. 1973-74

Los Angeles City College

	Fall			Spring		
	1972	1973	%Ch.	1973	1974	%Ch.
Day	12226	11847	-3.1	11255	11315	0.5
Evening	7396	7338	-0.8	6886	7933	15.2
Male	9555	9524	-0.3	8963	9686	8.1
Female	10067	9661	-4.0	9178	9562	4.2
Full-time	6370	7152	12.3	6829	6775	-0.8
Part-time	13252	12033	-9.2	11312	12473	10.3
Freshmen	14785	13375	-9.5	10296	12974	26.0
Sophomores	4837	5810	20.1	7845	6274	-20.0
First-time	7300	6165	-15.5	3150	4782	51.8
Continuing	12322	13020	5.7	14991	14466	-3.5
Under 21	6247	5515	-11.7	*	*	*
21 & Over	13375	13670	2.2			
Total	19662	19185	-2.4	18141	19248	6.1

*Age data not available for Spring

Ethnic Distributions: 1972-73 vs. 1973-1974

Los Angeles City College

	----------Fall----------			-------Spring---------		
	1972 %	1973 %	Diff.	1973 %	1974 %	Diff.
American Indian	0.6	0.6	0.0	*	0.9	*
Black/Negro	32.0	32.3	0.3	*	35.7	*
Oriental/Asian	11.6	12.6	1.0	*	12.9	*
Other Non-White	2.8	2.1	-0.7	*	1.9	*
Spanish-Surnamed	14.5	15.4	0.9	*	15.0	*
Other White	38.5	37.0	-1.5	*	33.6	*
Total Reporting	16932	15675		*	12106	
% Reporting	86.3%	81.8%		*	62.9%	

* No ethnic data available for Spring 1973

ENROLLMENT

Los Angeles City College

Fall

	Day		Evening		Total	
	Enr.	%Chg.	Enr.	%Chg.	Enr.	%Chg.
1973-74	11847	-3.1	7338	-0.8	19185	-2.2
1972-73	12226	6.3	7396	17.3	19622	10.2
1971-72	11497	4.2	6305	-10.3	17802	-1.5
1970-71	11038	6.9	7031	-1.5	18069	3.5
1969-70	10323	-4.1	7140	-10.5	17463	-6.8
1968-69	10763	5.2	7982	1.0	18745	3.4
1967-68	10233	4.2	7904	-3.6	18137	0.6
1966-67	9822	2.6	8201	11.6	18023	6.5
1965-66	9573	5.8	7349	17.4	16922	10.6
1964-65	9045	11.0	6261	-22.6	15306	-5.8

Spring

	Day		Evening		Total	
	Enr.	%Chg.	Enr.	%Chg.	Enr.	%Chg.
1973-74	11315	0.5	7933	15.2	19248	6.1
1972-73	11255	-0.7	6886	8.2	18141	2.5
1971-72	11337	4.6	6364	-10.7	17701	-1.5
1970-71	10841	5.5	7129	-10.3	17970	-1.4
1969-70	10271	-5.6	7947	-6.9	18218	-6.2
1968-69	10877	7.0	8539	16.6	19416	11.1
1967-68	10161	0.7	7321	-10.6	17482	-4.3
1966-67	10091	6.4	8185	14.9	18276	10.1
1965-66	9485	16.7	7121	7.1	16606	12.4
1964-65	8127	-0.5	6649	-10.2	14776	-5.1

Weekly Student Contact Hours

Los Angeles City College

Fall

	Day		Evening		Total	
	WSCH	%Ch.	WSCH	%Ch.	WSCH	%Ch.
1973-74	158039	0.8	58899	0.9	216938	0.8
1972-73	156813	-3.8	58401	18.6	215214	1.4
1971-72	162943	-2.6	49238	-0.1	212181	-2.0
1970-71	167232	0.3	49277	-0.8	216509	0.0
1969-70	166784	6.4	49690	-5.3	216474	3.4

Spring

	Day		Evening		Total	
	WSCH	%Ch.	WSCH	%Ch.	WSCH	%Ch.
1973-74	152635	-7.7	63876	13.5	216511	-2.3
1972-73	165382	3.5	56302	8.7	221684	4.8
1971-72	159725	-1.4	51772	-5.0	211497	-2.3
1970-71	162064	2.9	54474	-1.1	216538	1.9
1969-70	157542	-4.5	55061	-0.5	212603	-3.5

Weekly Student Contact Hours Per Student

Los Angeles City College

Fall

	Day		Evening		Total	
	WSCH/St.	%Ch.	WSCH/St.	%Ch.	WSCH/St.	%Ch.
1973-74	13.34	4.0	8.03	1.6	11.31	3.1
1972-73	12.83	-9.5	7.90	1.1	10.97	-8.0
1971-72	14.17	-6.5	7.81	11.4	11.92	-0.5
1970-71	15.15	-6.2	7.01	0.7	11.98	-3.3
1969-70	16.16	10.9	6.96	5.9	12.40	11.0

Spring

	Day		Evening		Total	
	WSCH/St.	%Ch.	WSCH/St.	%Ch.	WSCH/St.	%Ch.
1973-74	13.49	-8.2	8.05	-1.5	11.25	-8.0
1972-73	14.69	4.3	8.18	0.5	12.22	2.3
1971-72	14.09	-5.8	8.14	6.5	11.95	-0.8
1970-71	14.95	-2.5	7.64	10.3	12.05	3.3
1969-70	15.34	1.1	6.93	6.9	11.67	2.8

Average Daily Attendance: Day - Evening Comparisons

Los Angeles City College

Fall

	Day OTA	Day DA	Total Day	%Ch.	Eve. OTA	Eve. DA	Total Eve.	%Ch.
	----------Day----------				----------Evening----------			
1973-74	8600	769	9369	2.6	1207	1241	2448	-0.6
1972-73	8563	572	9135	-5.7	1089	1374	2463	12.8
1971-72	8988	695	9683	0.8	926	1258	2184	0.4
1970-71	9278	328	9606	0.1	866	1309	2175	-20.7
1969-70	9281	311	9592	6.2	1078	1665	2743	-5.5
1968-69	8685	346	9031	9.1	1085	1817	2902	8.0
1967-68	6497	1780	8277	3.1	2110	578	2688	-13.1
1966-67	6546	1485	8031	1.0	2521	572	3093	25.2
1965-66	6440	1511	7951	10.9	2001	469	2470	10.3
1964-65	5664	1505	7169	4.6	1770	470	2240	-14.7

Spring

	Day OTA	Day DA	Total Day	%Ch.	Eve. OTA	Eve. DA	Total Eve.	%Ch.
	----------Day----------				----------Evening----------			
1973-74	8186	560	8746	-7.8	1791	1746	3537	50.7
1972-73	9011	475	9486	-1.2	1135	1212	2347	9.0
1971-72	8977	629	9606	2.3	933	1221	2154	-7.1
1970-71	9040	352	9392	7.2	986	1332	2318	-23.7
1969-70	8734	25	8759	-7.8	1201	1839	3040	-0.7
1968-69	9181	323	9504	16.9	1154	1908	3062	21.2
1967-68	6381	1748	8129	-0.1	1984	543	2527	-12.3
1966-67	6632	1505	8137	4.1	2349	533	2882	4.6
1965-66	6332	1485	7817	15.6	2232	524	2756	24.5
1964-65	5340	1420	6760	0.2	1748	465	2213	-8.9

Average Daily Attendance: OTA - DA Comparisons

Los Angeles City College

Fall

	OTA		DA		College	
	Total OTA	%Ch.	Total DA	%Ch.	Total College	%Ch.
1973-74	9807	1.6	2010	3.3	11817	1.9
1972-73	9652	-2.6	1946	-0.4	11598	-2.3
1971-72	9914	-2.3	1953	19.3	11867	0.7
1970-71	10144	-2.1	1637	-17.2	11781	-4.5
1969-70	10359	6.0	1976	-8.6	12335	3.4
1968-69	9770	13.5	2163	-8.3	11933	8.8
1967-68	8607	-5.1	2358	14.6	10965	-1.4
1966-67	9067	7.4	2057	3.9	11124	6.7
1965-66	8441	13.5	1980	0.3	10421	10.8
1964-65	7434	1.8	1975	-9.4	9409	-0.7

Spring

	OTA		DA		College	
	Total OTA	%Ch.	Total DA	%Ch.	Total College	%Ch.
1973-74	9977	-1.7	2306	36.7	12283	3.8
1972-73	10146	2.4	1687	-8.8	11833	0.6
1971-72	9910	-1.2	1850	9.9	11760	0.4
1970-71	10026	0.9	1684	-9.7	11710	-0.8
1969-70	9935	-3.9	1864	-16.5	11799	-6.1
1968-69	10335	23.6	2231	-2.6	12566	17.9
1967-68	8365	-6.9	2291	12.4	10656	-3.3
1966-67	8981	4.9	2038	1.4	11019	4.2
1965-66	8564	20.8	2009	6.6	10573	17.8
1964-65	7088	0.3	1885	-10.7	8973	-2.2

SATELLITE PHILOSOPHY

The basis behind development of a satellite center is founded upon the principle of "The College Without Walls" which emphasizes the concept of providing the full and effective use of educational resources to members of the community who cannot, or will not, come to the campus but who want to continue their education.

Education should be a relevant experience. When the student - - whether the continuing high school graduate or the returning adult seeking a broader horizon - - presents himself at the Center, he has a right to expect relevant and productive programs. The college should determine the level of preparation that the student already possesses and provide programs that will help him to achieve his educational goals. Courses, therefore, should be current and meaningful. They should be evaluated periodically for possible adjustment, expansion, or elimination. Additional programs and courses should be established to meet newly identified needs. Multiple sources of information (students, community, enrollment patterns, employment information, etc.) should be used in this ongoing review of goals and programs.

Education should be a humanistic process. The intent should be to provide an educational environment which is oriented to the particular needs of the individual, where all forms of person-to-person interplay which are conducive to learning are encouraged (student/student, student/faculty, faculty/faculty). This should include maximum communication between instructors and students, including full disclosure of instructional goals and behavioral objectives. Central to this pursuit is the creation of learning units small enough to permit a high degree of individualized attention to the concerns of students, where lines of communication are short and institutional flexibility is long.

Through a commitment to this philosophy, the college will strive to be a responsive and integrated educational force within the East-Northeast area.

LOS ANGELES CITY COLLEGE
SATELLITE CENTER

(Hereinafter called the Center)

GOALS

1. The Center will stress attention to the individual and will strive for a high degree of communication among students, faculty, administrators, and community.

2. The Center will provide the opportunity for students to determine their abilities and explore their interests.

3. The Center will respond to the special needs of the various segments of the East-Northeast population.

4. The Center will promote learning through traditional and non-traditional delivery systems.

5. During the first year, the Center will test its experience against its goals and be able to judge the validity of its initial vision.

6. The Center will engage in an on-going program of self-evaluation in order to seek continuing effectiveness in meeting the educational needs of its community.

OBJECTIVES

1. Communicate the college's educational philosophy to staff, students, and community, emphasizing that the exploration and evaluation of that philosophy and its application is a continuing, cooperative process at the Center.

2. Base the instructional program on a clear definition of education philosophy and full disclosure to students of instructional goals and behavioral objectives.

3. Create a comprehensive counseling and testing program to help students become more aware of their own talents and of the full range of career options that are available to them at the Los Angeles City College campus.

4. Develop a broad array of student services, including counseling, placement, financial aids, and assistance to the handicapped.

5. Facilitate student exploration of disciplines and transfer from one program to another.

6. Develop special programs for the many diverse segments of Northeast area population, including multi-cultural groups, veterans, older adults, women, people who are not able to travel, etc.

7. Provide a broad range of educational options by offering traditional academic subjects and a careful selection of career programs that respond to student interest and employment trends.

8. Utilize community resources in educational programs, including cooperative education with industry and laboratory facilities for allied health.

9. Offer introductory courses taught in Spanish, coordinated with a High Intensity Language Training Program (HILT) in English, for the "Spanish" non-English speaking student so that his education will not be delayed. Offer bi-lingual instruction for those who will benefit from such an approach.

10. Offer classes at a time most conducive to the personal schedules of working students.

11. Involve the general community through a varied community services program, through multi-media publicity and recruitment, and through community advisory committees.

12. Establish on-going articulation with senior high schools, creating an environment in which the community college is in logical sequence with the earlier years of education and is an integral part of the educational awareness of the residents of the area.

13. Promote institutional renewal and adjustment of college goals through periodic review of college programs, in-service training, faculty/student/administrator dialogue and college/community interaction.

COST EFFECTIVE ANALYSIS

Overall estimated cost for Phone Power recruitment using a private line with a rotary system and five student workers	$ 9,057.20
Estimated calls per day at 20 calls per hour x 3 students x 6 hour day	360
Estimated number of calls/contacts for 157 days	56,520
If LACC has a 10% increase in enrollment over the Fall 1973 semester as a result of the calls, the project will be called successful. This means 1,918 new students at an estimated 3-unit class per student. Estimated number of college hours or units of instruction per semester, 5,754 per year	11,508
Using the attached formula for computation of ADA under 21 or over 10 units (per semester)	$ 28,942.61
Over 21 and under 10 units	$ 20,414.84
Under 21 or taking 10 hours, using the formula 1 ADA for one year, 17.36 hr. = $1.020 5,754 hours x 2 semesters = 11,508 hrs. ÷ 17.36 (1 ADA) =	approx. $670,140
Over 21 and under 10 units, using the formula 1 ADA for one year, 18.77 hours = $125 5,754 hours x 2 semesters 11,502 hours ÷ 18.77 (1 ADA) =	approx. $ 75,667

MANHOURS

It is estimated that five student workers should be trained to use the three telephone instruments six hours a day (10 a.m. to 1 p.m. and 6 p.m. to 9 p.m.)

Hourly rate per student worker	$ 2.10	
It will take 40 man-hours to train five student workers	84.00	
Mileage and parking for two cars for training day (Est. miles round trip for two cars - 30 miles at .12 per mile)	3.60	
Parking for two cars during training	6.00	
Meals for student workers and one supervisor	20.00	
Phone Power will be in use from 1 Apr. 1974 to 30 Sept. 1974 (6 hrs. per day x 157 days). Estimated cost for student workers	5,934.60	
Estimated total cost for student workers, including training	6,048.20	
Total estimated cost for "Phone Power" recruitment	9,057.20	(PL)

HOW TO COMPUTE "FOUNDATION PROGRAM GUARANTEE"

In VEA projects, the VEA funds will support the cost of instruction in excess of the "Foundation Program Guarantee" money.

The "Foundation Program Guarantee" money is calculated by multiplying the ADA (at census week) times $125. for adult students (over 21 yrs. and taking less than 10 units). For regular students (under 21 yrs. or taking more than 10 units) the ADA (at census week) is multiplied by $175.51.

If you wish additional information on how to calculate ADA, see Resource Guide for Administrators of Occupational Education, California Community Colleges, section V, Page 3.

MONEY GENERATED IN ONE SEMESTER

For the school year 1973-74

Regular (under 21 or over 10 units)

Number of Students at Census Week	Class Hours 1	2	3	4	5	6
1	4.67	9.35	14.02	18.70	23.37	28.05
2	9.35	18.70	28.05	37.40	46.75	56.09
3	14.02	28.05	42.07	56.09	70.12	84.14
4	18.70	37.40	56.09	74.79	93.49	112.19
5	23.37	46.75	70.12	93.49	116.86	140.24
6	28.05	56.09	84.14	112.19	140.24	168.28
7	32.72	65.44	98.17	130.89	163.61	169.33
8	37.40	74.79	112.19	149.59	186.98	224.38
9	42.07	84.14	126.21	168.28	210.35	252.42
10	46.75	93.49	140.24	186.98	233.73	280.47
20	93.49	186.98	280.47	373.96	467.45	560.94
30	140.24	280.47	420.71	560.94	701.18	841.42
40	186.98	373.96	560.94	747.93	934.91	1121.89
50	233.73	467.45	701.18	934.91	1168.63	1402.36

Adult (over 21 and under 10 units)

Number of Students at Census Week	Class Hours 1	2	3	4	5	6
1	3.33	6.66	9.99	13.32	16.65	19.98
2	6.66	13.32	19.98	26.63	33.29	39.95
3	9.99	19.98	29.96	39.95	49.94	59.92
4	13.32	26.63	39.95	53.27	66.59	79.90
5	16.65	33.29	49.94	66.59	83.23	99.88
6	19.98	39.95	59.93	79.90	99.88	119.85
7	23.30	46.61	69.91	93.22	116.52	139.83
8	26.63	53.27	79.90	106.54	133.17	159.8
9	29.96	59.93	89.89	119.85	149.82	179.7
10	33.29	66.59	99.88	133.17	166.46	199.7
20	66.59	133.17	199.76	266.34	332.93	399.5
30	99.88	199.76	299.63	399.51	499.39	599.2
40	133.17	266.34	399.51	532.68	665.85	799.0
50	166.46	332.93	499.39	665.85	832.31	998.78

Cost for instructor in 1973-74 at hourly rate is $12.21/hr. + 9.8791%= $13.42.
Cost for instructor in 1973-74 at salary $13.20/hr. + 9.8791%= $14.50 for class hours plus hours of preparation.

ZIP CODE AREA MANPOWER PROFILE
DEMOGRAPHIC STUDY
CENSUS INFORMATION DATED 16 APRIL 1973

	Eagle Rock	Highland Park	Lincoln Heights
Total population sampled	22,531	41,647	36,421
Median years of education by age			
25 - 44	12.7 yrs	12.5 yrs	10.1 yrs
45 - 54	12.5 yrs	12.3 yrs	8.8 yrs
55+	12.0 yrs	10.6 yrs	8.0 yrs
Population 25+	13,373	24,339	15,933
Percent No School	0.6 %	1.2 %	6.8 %
Elementary	17.2 %	22.4 %	45.2 %
Some High School	17.5 %	21.0 %	19.2 %
High School Grad	36.3 %	32.1 %	18.5 %
College Grad	11.6 %	9.1 %	3.9 %
Total Labor Force (civilian)	9,925	17,898	11,205
Armed Forces	20	49	7
Employed - by percent	94.9 %	94.5 %	92.1 %
Unemployed - by percent	5.1 %	5.5 %	7.9 %
Occupational Distribution	9,419	16,911	10,321
The following occupational grouping is listed by percent:			
Professional and kindred	18.4 %	13.5 %	7.2 %
Farmers and Farm Managers	0	.1 %	0
Managers except Farm	8.7 %	7.4 %	3.5 %
Clerical and kindred	24.1 %	26.8 %	16.8 %
Sales Workers	7.7 %	5.5 %	3.6 %
Craftsmen, Foremen and kindred	15.2 %	15.4 %	13.5 %
Operatives and kindred	11.1 %	17.3 %	37.0 %

	Eagle Rock	Highland Park	Lincoln Heights
Occupational Distribution (cont'd)			
Service incl. Priv. House	11.6 %	9.9 %	13.1 %
Farm Laborers and Foremen	0.1 %	0.1 %	0
Laborers except Farm or Mine	3.1 %	4.2 %	5.2 %
Industrial Distribution (All Industries by percent)	9,420	16,910	10,322
Construction	6.0%	4.1%	3.7%
Manufacturing	18.4%	23.8%	40.9%
Durables	10.3%	13.4%	20.3%
Nondurables	8.1%	10.4%	20.3%
Public Utilities	9.4%	9.5%	5.9%
Transportation	4.5%	4.7%	3.7%
Other	4.9%	4.8%	2.2%
Wholesale - Retail	21.5%	22.0%	19.0%
Fin., Ins., Bus., and Repair	10.6%	13.2%	8.5%
Other Professional and Related Serv.	11.4%	9.3%	8.5%
Educational Services	11.7%	6.0%	3.7%
Public Administration	5.3%	6.3%	3.5%
Other Industries	5.7%	5.7%	6.4%

TRAINING OF LOS ANGELES CITY COLLEGE STUDENTS FOR PHONE POWER

Qualifying customer as a potential Phone Power prospect

Gil Barron, Account Manager for Los Angeles City College and Bob deGuevara, Phone Power Representative, both of Pacific Telephone, met with Stan Schall to determine if LACC qualified as a Phone Power prospect. Mr. Schall submitted a cost analysis for a program.

First top management meeting

A meeting was held with the following personnel to discuss the feasibility of the proposed Phone Power program: Dr. John Anthony, College President; Gene Phelps, Assistant to the President; Jim Heinselman, Dean of Instruction; Stan Schall, Coordinator of Career Education Programs; George Young, Dean of College Development; Gil Barron, and Bob deGuevara. It was concluded that the Phone Power program would accomplish the objective of increased enrollment for the college and that it would be mutually beneficial to the college and Pacific Telephone.

A commitment was made for top level assistance for this program from the college for staffing and implementation.

Selection of prospective Phone Power Specialists

The selection of personnel, an important function to the success of the Phone Power program, was conducted by Los Angeles City College. Some of the basic requirements in considering prospective Phone Power Specialists were:

1. An ability to speak clearly and be understood over the telephone
2. Be able to empathize with the prospective student
3. Knowledgeable about college procedures and course curriculum
4. Be a self-starter and able to generate enthusiasm

Selection of materials for training and usage during program

Phone Power (PP) Representative Bob deGuevara researched the additional material that would be needed in this specialized training program. By joint effort with the college, the Phone Power training material was customized for use during training day.

Material was provided by the school to enable the PP Specialist to answer most questions encountered during telephone calls (packets were provided for each Phone Power Specialist by LACC).

Training Day

Training day consisted of one full day of training for all prospective PP Specialists. (See attachment for training day outline). In addition two supervisors from Admissions Office and the LACC program supervisor Mr. Charles Brown attended the session. (See Enclosures.)

Completion of Phone Power training

Certificates of completion of Phone Power Specialist training were prepared by Pacific Telephone, signed by the Phone Power Representative and by the Dean of the college, and presented at an appropriate ceremony by the College President.

Follow-up

A planned follow-up is continuing with the PP Rep. from the Telephone Company and his counterpart from the college to be sure that the PP program is being implemented and that PP techniques are adhered to. This follow-up is critical to the success of the project. The program is designed to be flexible so that effective changes could be made to assure program growth.

Robert deGuevara
Pacific Telephone Company
Phone Power Representative

RD:fs

TRAINING DAY FOR LACC

1. TM Kick Off

2. Who You Are

   A. Name Cards
   B. Paper and Pencils

3. Introduction of Students

   A. Where They Live
   B. What Do They Do

4. What You Are Going To Do

   A. Outline Day
   B. Coffee Breaks and Lunch

5. Los Angeles Community College Goals

   A. Determine why student dropped out of school or did not attend after enrolling

   B. Inform prospective student about new course certificate programs and enrollment procedures

   C. Enroll Students

6. Personal Goals (They Set Their Goals)

   A. Money
   B. Training
   C. Sharpen Skills
   D. Keep Job (If This Is Successful)

7. Conditions

   A. Estimated 20 Calls Per Hour
   B. 105 Enrollment From These Calls
   C. Minimum of 3-Unit Class Per Student

8. Problems (Get Them to Express Them If Possible).

   A. Objections From Prospective Student

1. Stand In Too Long a Line
2. Forms Too Complicated
3. Can't Get Classes They Want

B. Long Winded Person

C. Person Won't Talk

9. Solutions

A. Overcome Objections (Through Sintex Training)

B. Tact

C. Stress Benefits - Use Vocabulary Familiar To Student.

10. Introduce Sintex

A. Review Material in Sintex and Handout

B. Keys to Good Listening (Use Genius Test as Lead-in To Good Listening)

C. 12 Persuasive Words

D. Job Aid Forms

E. Do's and Don'ts

11. Lunch

12. Lily Tomlin Tapes

13. Critique Cards

14. Specialist Version Tape

15. Form B and Role Play Cards

16. Role Play

17. Job Aid Cards to Take Home

18. Conclusion

A. Assure them you will be there next working day to see it implemented

B. Coordinator to help you implement

THE TELEPHONE CALL

1. This is _____ from Los Angeles City College.

2. John, you were enrolled here _____.

3. What was the reason for your dropping out of school? Or, how come you dropped out of school?

   Expression of empathy, if called for.

4. We are starting some new off-campus courses _____ _____ _____. Or, we are starting a new enrollment procedure by phone.

5. Ask fact-finding questions to:

   A. Confirm information you have.

   B. Obtain new information (open ended - - who, what, when, where, why and how).

6. The new off-campus classes are offered to make it easier for you to attend.

7. Overcome objections:

   A. Confirm understanding of the objection.
   (Ask question about objection - - restate question)

   B. Prepare the customer for your answer.
   (Get him to want to listen - - arouse his curiosity)

   C. Answer the objection.
   (Use your knowledge about courses offered)

   D. The enrollment by phone is offered to avoid the long lines at school, and you can sign up for the courses you want right now.
   (Use as overcoming objection to long enrollment process at school)

   E. Stress a benefit
   (Classes close to home, sign up now, no waiting in line at school)

8. Ask for the enrollment.

   A. Use forced-choice questions.

      (1) "Which course do you want to enroll in?"

   B. Explain you'll place a follow-up call.

   C. Express thanks.

FOLLOW-UP VERY IMPORTANT -

1. Update your students' records.

2. Record the date of the proposed follow-up call.

3. Make sure student's enrollment form and class reservations card is filled in correctly.

Success of the program depends on maintaining accurate records so that the student receives the service indicated in the initial phone call.

1. Use short form - (off campus) for the phone call and additional information for a long form which could be obtained when studemt comes in.
2. Program "Phone Power" recruited students, so that they go to a special location to receive preferred treatment when final enrollment procedures take place; i.e., photo--last minute changes.

PRINCIPLES OF USING THE TELEPHONE

This section discussed the two basic principles of using the telephone.

1. Uneasiness is overcome by preparation and practice.
2. Successful communication is not dependent on visual techniques.

TECHNIQUES OF USING THE TELEPHONE

This section discussed several specific techniques for creating a favorable impression on the telephone.

1. Be confident
   a. Take a deep breath.
   b. Smile.
2. Be easy to understand
   a. Speak at no more than 140 words per minute
   b. Open your mouth.
3. Be polite
   a. Excuse yourself when leaving the telephone.
   b. Don't slam the receiver down on anything.
   c. Don't make a customer wait on the line over 30 seconds.
   d. Let your customer hang up first.
4. Be businesslike
   a. Prepare a checklist.
   b. Have enough paper and pencils
   c. Write clearly.
5. Use listening techniques, remember these five steps:
   a. Don't interupt.
   b. Anticipate.
   c. Concentrate.
   d. Evaluate.
   e. Mental recapitulation (review constantly)

Or simply E.A.R.S.:

Evaluate

Anticipate - Don't interupt

Review

Speculate

He gets the prospect into the act.

TOO MANY SALESMEN THINK in terms of telling the prospect about their product or service. He expects the prospect to sit and listen, then sign the order.

The trouble is that it seldom works out that way. The prospect gets bored, restless, tired of listening. Instead of signing the order, he looks for some way to close the interview.

You can get more attention--and close more sales--by asking the right questions than you can by making flat statements. What kind of questions?

—Questions that show your interest in him and his business,

—Questions that reveal his need for your product or service,

—Questions that make him aware of this need,

—Questions that make him think about the important advantages and benefits you have to offer,

—Questions which will lead him to sell himself on your proposition.

The salesman who asks questions isn't trying to force his opinion on anyone. He is merely helping the prospect analyze his problem and make up his own mind. He isn't telling the prospect what to do--he's assisting him in reaching an intelligent decision.

You know the needs and wants your product or service is designed to satisfy. What questions can you ask that will make the prospect conscious of these unfilled needs and wants? What can you ask that will make him keenly aware of what he is missing?

You know the major benefits you have to offer. What questions can you ask that will make the prospect realize the importance of these benefits to him? What can you have him do, try, look at, or give his opinion about?

A good salesman is like a trial lawyer examining a friendly witness. A competent lawyer comes to court armed with a series of questions designed to bring out the evidence in its most favorable light. You should be prepared with a similar series of questions whenever you talk with a prospect.

If prospects seem restless, maybe you're talking too much. Start asking questions instead. Let them talk -- you listen for a change. If you ask the right questions you may listen yourself right into an order.

FROM YALE'S PSYCHOLOGY DEPARTMENT - 12 MOST PERSUASIVE WORDS:

YOU	DISCOVERY
MONEY	RESULTS
SAVE	HEALTH
NEW	PROVEN
EASY	GUARANTEE
LOVE	FREE

These proven words are free for you to use. You'll be communicating with words people love to hear. And, when you do, you'll make an important discovery. You'll be making more money, save more time, and even improve your health. They'll guarantee you new results by helping you be easy to buy from.

EMOTION PACKED WORDS

Many psychologists agree that certain words have an emotional impact on people.

Some words almost automatically have a strong emotional appeal, no matter how they're used. Communications experts have tried to identify these power-laden words, and their research has proved valuable to salesmen, advertising men, politicians, and anyone trying to influence other people. One of the earliest and most complete lists of emotion-packed words was drawn up by a noted psychologist, many of whose suggestions are included in the following new list:

HOW MANY OF THESE WORDS CAN YOU TIE TO YOUR PRODUCT?

1. Scientific
2. Durable
3. Clean
4. Efficient
5. Time-saving
6. Appetizing
7. Affectionate
8. Value
9. Fun
10. Ambition
11. Love
12. Reputation
14. Stimulating
15. Safe
16. Popular
17. Economical
18. Mother
19. Modern
20. Health
21. Quality
22. Elegance
23. Bargain
24. Sympathy
25. Necessary
26. Home
27. Courtesy
28. Growth
29. Amusement
30. Hospitality
31. Youth
32. Hunting
33. Status
34. Enormous
35. Low-cost
36. Genuine
37. Progress
38. Thinking
39. Excel
40. Civic pride
41. Patriotism
42. Recommend
43. Sociable
44. Stylish
45. Admired
46. Royalty
47. Beauty
48. Personality
49. Independent
50. Successful
51. Up-to-date
52. Tested
53. Expressive
54. Relief
55. Tasteful

KEYS TO GOOD LISTENING

LIMIT YOUR OWN TALKING
You can't talk and listen at the same time.

THINK LIKE THE CUSTOMER
His problem and needs are important...and you'll understand and retain them better if you keep his point of view.

ASK QUESTIONS
If you don't understand something...or feel you may have missed a point... clear it up now before it embarrasses you later.

DON'T INTERRUPT
A pause...even a long pause...doesn't always mean he finished saying everything he wants to.

CONCENTRATE
Focus your mind on what he's saying. Practice shutting out outside distractions.

TAKE NOTES
This will help you remember important points. But...be selective. Trying to note down everything he says can result in being left far behind or in retaining irrelevant details.

LISTEN FOR IDEAS...NOT JUST WORDS
You want to get the whole picture...not just isolated bits and pieces.

INTERJECTIONS
An occasional, "Yes,"..."I see"...etc....shows the customer you're still with him...but don't overdo or use as a meaningless comment.

TURN OFF YOUR OWN WORDS
This isn't always easy...but personal fears, worries, problems not connected with contact, form a kind of "static" that can blank out the customer's message.

PREPARE IN ADVANCE
Remarks and questions prepared in advance...when possible...free your mind for listening.

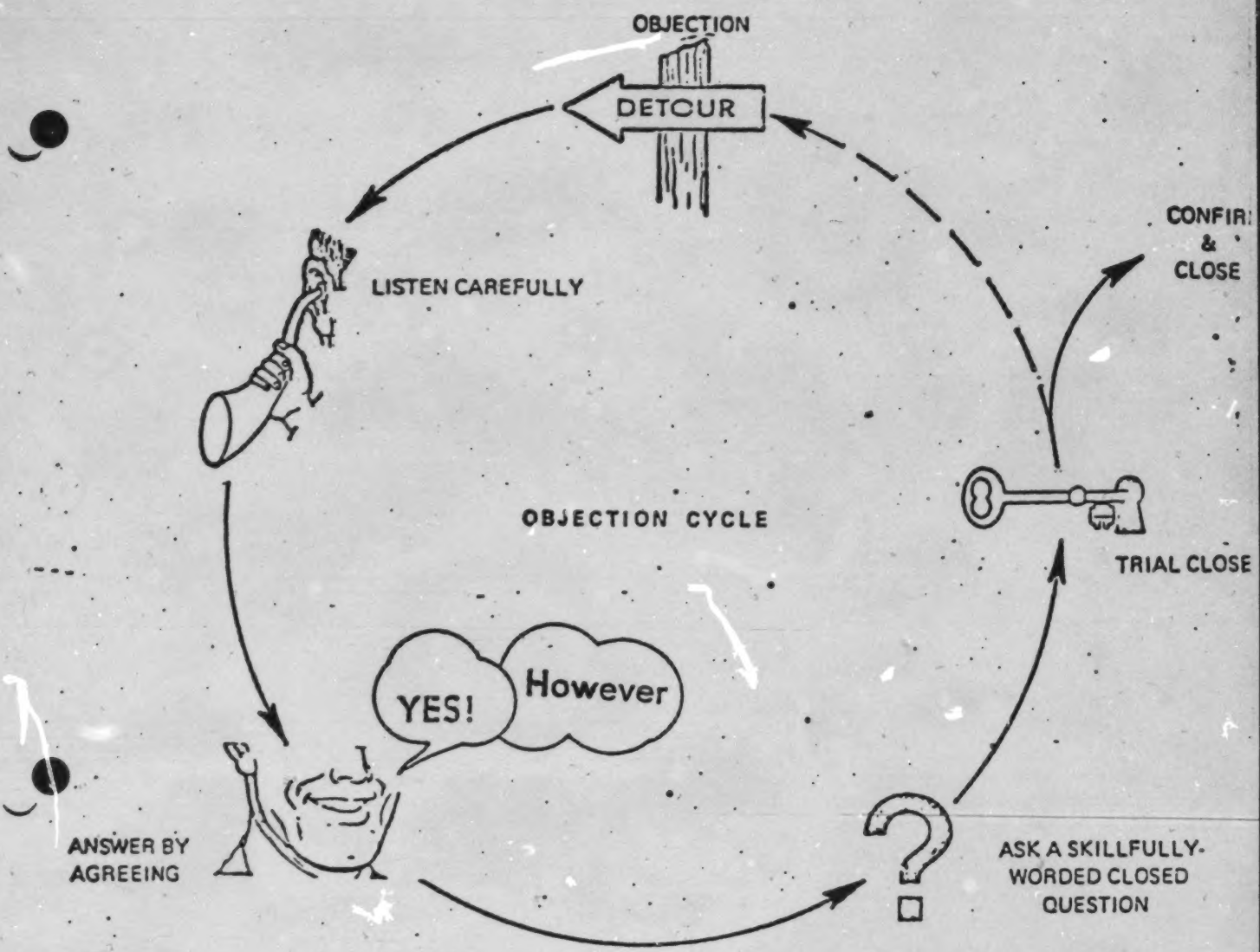
REACT TO IDEAS...NOT THE PERSON
Don't allow irritation at things he may say...or at his manner...to distract you.

DON'T JUMP TO CONCLUSIONS
Avoid making unwarranted assumptions about what the customer is going to say..or mentally trying to complete his sentences for him.

LISTEN FOR THE OVERTONES
You can learn a great deal about the customer from the way he says things... the way he reacts to the things you say.

NOTE: Make your conversations with your friends, your family, the people who serve you in the places you buy, a tool for improving listening skill ...for "sharpening your inner ear."

OBJECTION SHEET



In answering an OBJECTION, we must first . . .

A. LISTEN CAREFULLY

B. ANSWER BY AGREEING

C. ASK A SKILLFULLY WORDED CLOSED QUESTION which can only be answered with "YES!"

D. TRIAL CLOSE AGAIN

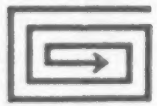
PHONE POWER

REACTIVATING INACTIVE ACCOUNTS

Role Playing Evaluation

Steps	Yes	No	Good	Fair	Poor	Remarks
Identification						
Past Association						
Question Inactivity						
New Conditions						

LLM R70864 (5/73)

Steps	Yes	No	Good	Fair	Poor	Remarks
Fact Finding 						
Sales Message						
Overcome Objections						
Close						
Sales Wrap-Up						

MR ☐
MRS ☐
MISS ☐

PRINT LAST NAME	FIRST NAME	MIDDLE NAME	SOCIAL SECURITY NUMBER

ADDRESS NUMBER & STREET	IN CALIF. SINCE	IF ON VISA ALIEN REGISTRATION NO.	TYPE	ISSUE DATE

CITY ZIP	BIRTH PLACE CITY & STATE OR COUNTRY	BIRTHDATE MONTH	DAY	YEAR	AGE

HAVE YOU EVER ATTENDED LACC CLASSES OR BEEN ENROLLED IN ITV OR OVERSEAS ? YES [ ] NO [ ]

NAMES UNDER WHICH YOU MAY HAVE REGISTERED BEFORE

NAME OF EMPLOYER

WORK ADDRESS NUMBER & STREET

CITY ZIP

BUSINESS TELEPHONE

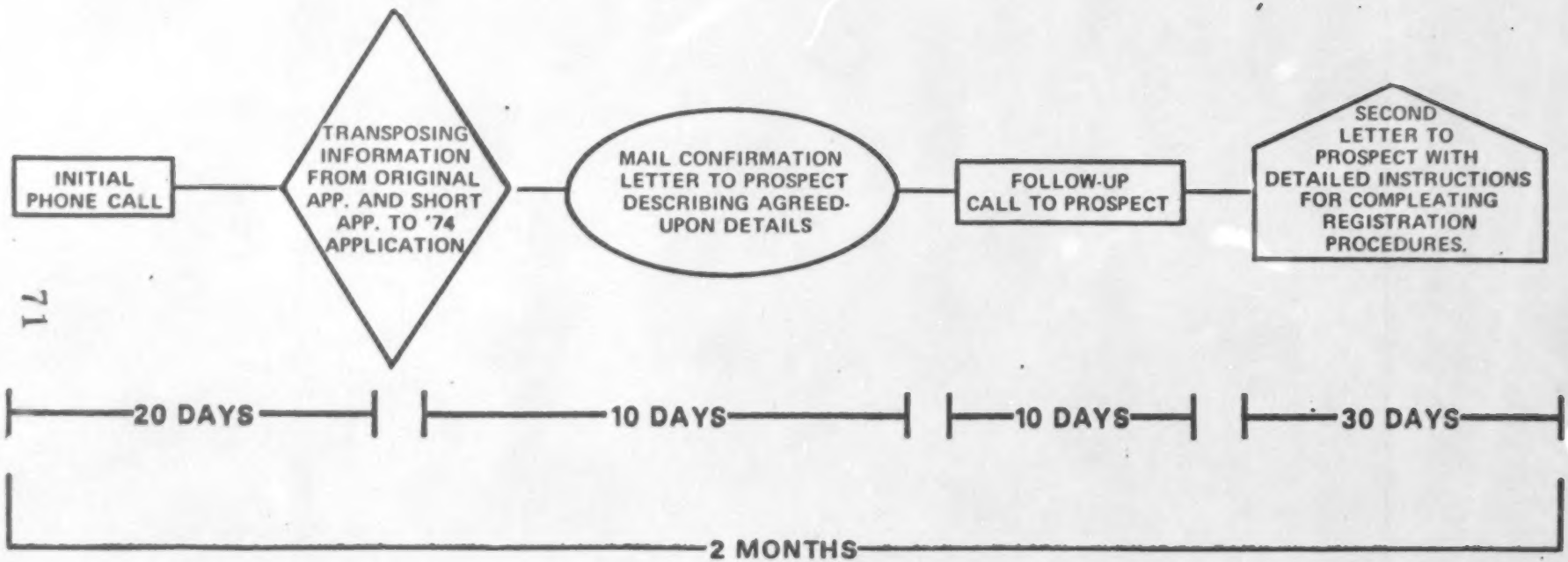
LIST SUBJECTS	UNITS	SECTION NO'S	OFFICE USE
			TOTAL UNITS
			TUITION FEES
			AMOUNT PAID
			RECEIPT NO.
ADD TOTAL UNITS			

TODAY'S DATE SIGNATURE

LOS ANGELES CITY COLLEGE OFF-CAMPUS

Form No. 7096.04

PROCESSING CONFIRMED TELEPHONE CONTACTS


INITIAL PHONE CALL
TRANSPOSING INFORMATION FROM ORIGINAL APP. AND SHORT APP. TO '74 APPLICATION
MAIL CONFIRMATION LETTER TO PROSPECT DESCRIBING AGREED-UPON DETAILS
FOLLOW-UP CALL TO PROSPECT
SECOND LETTER TO PROSPECT WITH DETAILED INSTRUCTIONS FOR COMPLEATING REGISTRATION PROCEDURES.
20 DAYS
10 DAYS
10 DAYS
30 DAYS
2 MONTHS

Los Angeles City College

855 North Vermont Avenue / Los Angeles, Ca. 90029 / Telephone (213) 663-9141

Thank you for your interest in returning to Los Angeles City College next fall. The college is pleased it can be of service to you in providing the opportunity for your continued education.

We have reactivated your previous application, and are in the process of developing a complete new registration packet for you. Provisions are being made, as indicated by our phone representative, to reserve the class or classes you selected on a priority basis.

In approximately six weeks, you will receive detailed instructions as to when you will need to come to the campus (your only visit) to confirm class selections and complete the final step of registration.

The date, time, and place will also be on a priority basis. No lines to wait in or unnecessary delays. Please anticipate these instructions to arrive between the last week in June and the first week of July.

We look forward to having you as a member of our campus population.

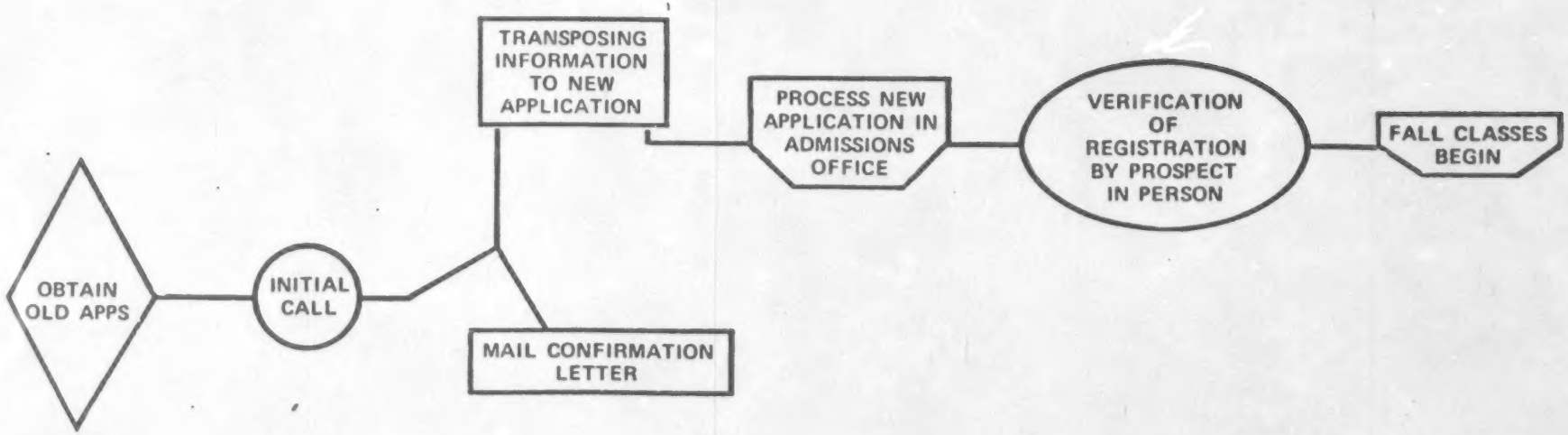
Sincerely,

Charles Brown

Charles Brown
Outreach Programs

CB/md

OVERALL PROCEDURE FOR PHONE POWER PROGRAM


OBTAIN OLD APPS
INITIAL CALL
TRANSPOSING INFORMATION TO NEW APPLICATION
MAIL CONFIRMATION LETTER
PROCESS NEW APPLICATION IN ADMISSIONS OFFICE
VERIFICATION OF REGISTRATION BY PROSPECT IN PERSON
FALL CLASSES BEGIN

Los Angeles City College
855 North Vermont Avenue / Los Angeles, Ca. 90029 / Telephone (213) 663-9141

QUESTIONNAIRE

EAGLE ROCK CHAMBER OF COMMERCE MEETING

Purpose: This brief questionnaire will assist us in formulating guidelines as part of our educational needs assessment in your community.

		Yes	No
1.	Do you feel the need for LACC to come into your community?	[ ]	[ ]
2.	Would you or any member of your family take courses at a satellite center established by LACC?	[ ]	[ ]
3.	Would you travel by auto or public transportation? (Circle one)		
4.	Would you recommend LACC to others?	[ ]	[ ]

5. Indicate your personal preference of the following curriculum offerings - first choice - no. 1, last choice - no. 5

Occupational	[ ]	Drama	[ ]
Humanities	[ ]	Geology	[ ]
English/Speech	[ ]	Accounting Machines	[ ]
Health Services	[ ]	Science	[ ]
Other _____			[ ]

6. Would you participate in a Community Advisory Board? If answer is yes, indicate your name, address, and phone number along with your area of interest.

Area of Interest

_____

_____

If you have additional questions, please contact Stanley L. Schall or Charles Brown, LACC, 663-9141, ext. 207 or 208. Thank you.

APPENDIX J

LOS ANGELES CITY COLLEGE

ENROLLING NEW STUDENTS

PRE-CALL PLANNING

1. Build a list of potential students
   - A. Reverse street directories
   - B. Drop-out students
   - C. List of veterans
   - D. No shows
2. Set specific call objectives
   - A. Inform student about new courses, certificate programs, and enrollment procedures
   - B. Enroll student
3. Prepare opening statement
   - A. Identify yourself and school
   - B. Establish rapport
   - C. Make an interest-creating remark
4. Prepare your sales message
   - A. Stress benefits
   - B. Use vocabulary familiar to student

APPENDIX K

THE TELEPHONE CALL

1. This is _____ from Los Angeles City College.

2. (We're offering free college classes) or we're starting some college classes in your area, would you be interested in attending?

3. What courses would you be interested in? Or, we are offering the following courses _____, _____, _____. Which one would you like to attend?

4. A. These classes are located in your neighborhood.

   B. We can take your application over the phone now.

   C. The only fee for the course is for the book.

   D. These are college accredited courses.

5. Overcome objections.

   A. Confirm understanding of the objection. (Ask question about objection - restate question)

   B. Prepare the customer for your answer. (Get him to want to listen - arouse his curiosity)

   C. Answer the objection. (Use your knowledge about courses offered)

   D. Stress a benefit. (Classes close to home, sign up now, no waiting in line at school)

6. Ask for the enrollment.

   A. Use forced-choice questions

      (1) "Which course do you want to enroll in?"

7. Wrap up the enrollment.

   A. "Let's see, you'll be attending the Wednesday night class from 7 to 10 P. M. at the Eagle Rock location."

   B. Explain you'll place a follow-up call.

   C. Express thanks.

Los Angeles City College
855 North Vermont Avenue / Los Angeles, Ca. 90029 / Telephone (213) 663-9141

15 July 1974

Dear Student:

Thank you for your interest in attending Los Angeles City College this Fall. I am sure you will find the educational opportunities and experiences satisfying.

As indicated by our Phone Power representatives, your application and file have been reactivated and provisions are being made to enroll you into the college.

(August 20, 21, 22) at 5:00 P. M. has been reserved for you to come to the campus for final processing of your registration. Report to Holmes Hall 6 on the day and time indicated. Please bring with you proof of your Social Security number and this letter.

We are mailing you a copy of the Fall 1974 Schedule of Classes separately. Please study the class offerings carefully and work out a basic program for yourself before your appointment. Additional help and/or counseling will be available in the Counseling Center - AD 108 - if you have any difficulty.

Los Angeles City College is attempting to service you promptly and efficiently at this time. Please remember the date, time, and place to avoid any delay in processing your admission.

Very truly yours,

Charles Brown
Coordinator of Admissions

acm

UNIVERSITY OF CALIF.
LOS ANGELES
JUL 9 1976
CLEARINGHOUSE FOR
JUNIOR COLLEGES

APPENDIX L